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ABSTRACT

This learning activity packet provides parent-guided experiences for the child in kindergarten through eighth grade as he or she explores his or her abilities and the skills necessary for any career. Section 1, "Self Assessment of Interests," consists of eight exercises that will help the child explore himself or herself. Titles include "My Favorite Things," "Autobiography Timeline," "About Me Book," "The Me I Want to Be," "Personality Crest," and "Portfolios." Section 2, "Multiple Intelligences and Career Choices," has three parts. "Discovering Multiple Intelligences" explores the intelligence types. "Reflecting on Multiple Intelligences" is an activity that summarizes the child's findings in part 1. "Multiple Intelligences Portfolio" provides an outline to make a portfolio that includes a sample of each intelligence. Section 3, "Exploring the Future," offers activities to help the child explore possible future endeavors. Entrepreneurial activities provide opportunities to plan and run simple small businesses. Interviewing activities give the child a chance to learn more about possible career choices. The final activities guide the child in locating and applying for a job. Section 4, "Life Skills," introduces goal setting and financial and time management. (YLB)

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Making Connections:

K-8 Worksite Learning Activity Packet

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This guidebook is the product of many people who committed their time and talents to help make it a useful resource for parents wishing to help their child achieve self knowledge and skills necessary for a successful life.

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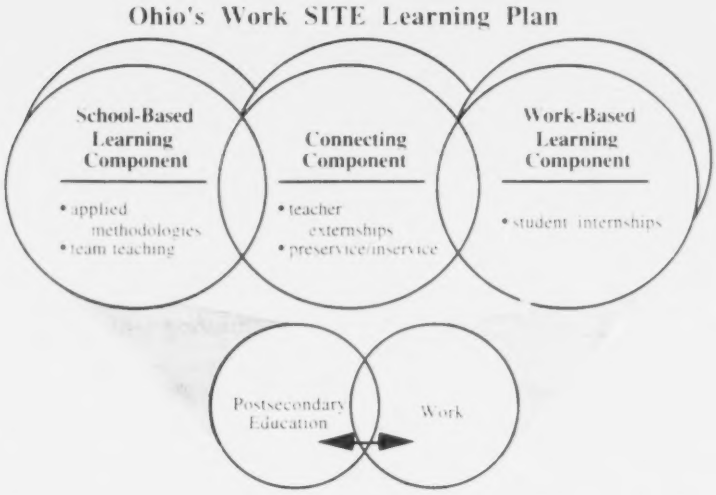
Work SITE Learning Model



Ohio's Work SITE Learning Model is the product of a national demonstration project for the integration of academic and vocational learning, funded by the U.S. Department of Education. The model comprises three components. Help in replicating each of these components is provided through five implementation guides developed as part of this project:

- **Connecting Component:** To help ensure that teachers are prepared to serve as a link between the workplace and the school setting, teams of academic and vocational teachers should participate in short-term worksite externships focusing on the use of academics on the job. Those wishing to create teacher externship experiences can get assistance from *Helping Teachers Connect Academics to the Workplace: An Implementation Guide for Teacher Worksite Externships.*

- **School-Based Learning Component:** Following the externship experiences, teams have a more-solid basis for developing activities for the classroom and laboratory that require the use of academics within an authentic workplace context. Vocational teachers can also collaborate with academic teachers in incorporating into applied academic classrooms the concrete, hands-on methodologies that have proved so successful with the vocational student population. Help in developing applied academic activities can be found in *Making Connections: A Curriculum Ideabook for Teachers of Applied Academics and Industrial & Engineering Systems* and *Making Connections: A Curriculum Ideabook for Teachers of Applied Academics and Business & Management.*

These guides are available from the Center on Education and Training for Employment at The Ohio State University. The sales office is located at 1900 Kenny Road, Columbus, Ohio 43210; Phone (614) 292-4277 or (800) 848-4815, ext. 2-4277 Fax (614) 292-1260 www.cete.org/products

- **Work-based Learning Component:** To reinforce for students the fact that academic skills are critical to success in the workplace — and are highly valued by employers — students, too, need to spend time in the workplace, focusing on the use of academics on the job. *Helping Students Connect Academics to the Workplace: An Implementation Guide for Student Worksite Learning Experiences* is designed to help schools develop student worksite learning experiences. Businesses wishing to conduct worksite learning experiences for students will find *The Worksite Mentoring Guidebook* of value. *A Parent's Guide to Student Worksite Learning Experiences* will help parents better understand their role in assisting and directing their child to maximize the benefits of student worksite learning experiences.

Work based learning can take place even before a child is ready to spend time in the workplace. The *K-8 Worksite Learning Activity Packet* provides parent-guided experiences for the child in kindergarten through eighth grade as he or she explores his or her abilities and the skills necessary for any career.

The following improvements may result from these efforts to connect school and work:

- Teaching team members often become more united, enhancing their abilities to jointly assess how academics are applied to a given occupation.
- Teaching team members are more likely to collaborate in planning, preparing and delivering academics that are integrated with occupationally specific education.
- Teaching team members are better prepared to structure meaningful student worksite learning experiences for their students.
- Students who have participated in student worksite learning experiences are more likely to understand the connection between academic and vocational studies—because they have seen it in practice in the workplace.
- Mentors will lay a solid foundation through planning to insure a quality student worksite learning experience.
- Parents help their child gain self-knowledge and begin to develop the skills necessary for setting and achieving career goals.
- Parents play an important role in supporting their child's participation in worksite learning experiences.

About this Activity Packet

Finding a fulfilling vocation is a difficult task. This book is designed to assist children in discovering their natural interests, explore careers, and begin to develop skills that will be of use throughout life.

The activities in this book are meant to be a starting place for discussion and discovery. Adults should participate with children by sharing experiences and thoughts.

Before presenting an activity, read it thoroughly to make sure you understand its direction and purpose. Tailor the activities as needed. Gather any supplies (paper, pencils, crayons, etc.) needed for the activity. Pick a time when there will be few interruptions. Be flexible and responsive to children's mood and readiness to participate. This should be a pleasurable time together.

After the activity or work session is completed, spend a little time to evaluate the experience. Insights gained will make the next experience more rewarding.

To explore a subject in more depth, use the resources of the Internet, your local library, other public institutions, and your friends.

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Section One:
Self Assessment of Interests

Introduction

Self assessment, looking at one's natural interests and strengths, is an important tool when guiding a child toward a career path. Many adults have not taken the time to look within themselves and, as a result, find themselves in unhappy work settings and frequent career changes. Self assessment is a tool to a rewarding career that fits and enhances the personality of the individual. It also teaches the child to take responsibility for choices made in planning the future. The following exercises will help the child explore himself. After a person truly knows his interests and talents, career direction is much more clear.

My Favorite Things

Make a collage of your favorite things. Cut pictures from magazines and newspapers. Glue on construction paper. Share finished collage with friends, teachers and parents. Explain why you have chosen each picture and explore what careers are associated with your choices. For example: If you like to travel, you could enjoy working on airlines or cruise ships or as a travel agent.

Autobiography Timeline

Make a timeline using a large piece of white construction paper folded into fourths. After folding, draw with marker on folds to make four boxes. In the first box illustrate a picture of yourself participating in a school or work activity you enjoy doing. On the back of the box, write what it is and why it was your choice. In the next box illustrate yourself as a teenager at work. Think about what kind of job you would like to have when you are in high school. On the back of the box, write why it was your choice. In the third box illustrate what you plan to do after high school to prepare yourself for the working world. Write about your plans on the reverse side of the box. In the fourth box illustrate yourself as a grown up working in your chosen career. On the back of this box, explain why this career appeals to you.

Write the story of your life. Begin with your birth and continue until present day. Make sure you include important milestones and events. Tell about your likes and dislikes. Give details about schooling. End with your dreams for the future including education and career plans. Make a timeline of events beginning with your birth. Extend timeline into the future to show the steps you need to complete in order to achieve your career goals.

When I grow up, I want to

be a _____

_____

_____

_____

_____

_____

_____

ABOUT ME

Create an *About Me* book.
Complete the sentences in this book.
Add additional statements and pages to personalize it.
Illustrate responses and decorate a cover.
Share the book with others.

By _____

I like _____

_____

_____

_____

_____

_____

_____

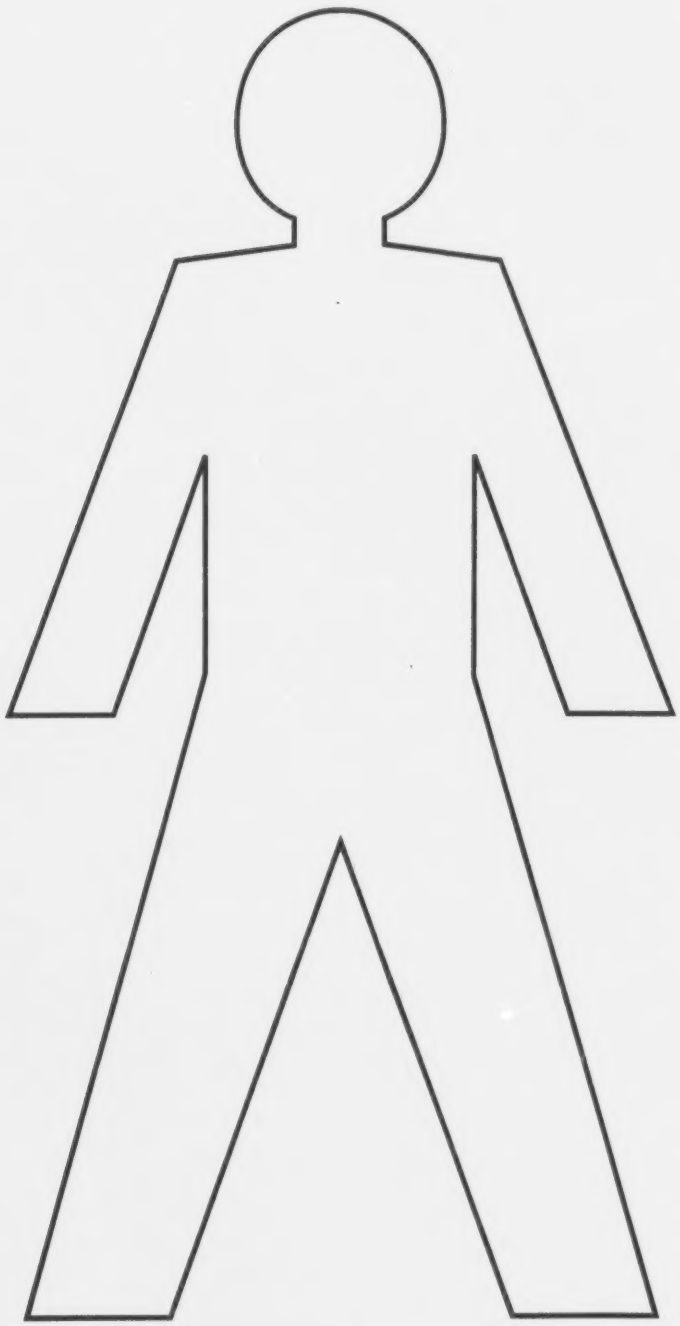
_____

_____.

I am an expert at _____

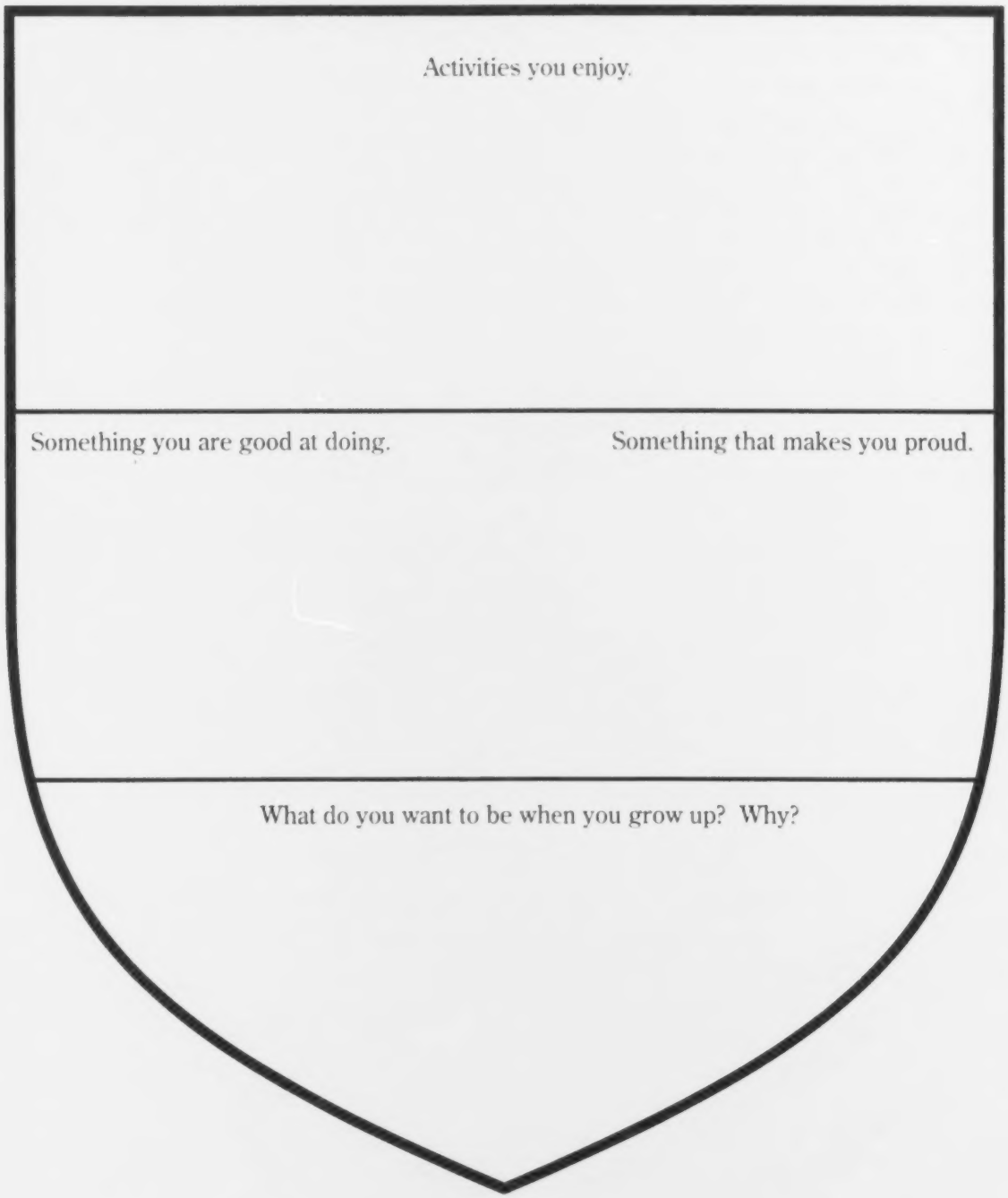
Cut out and decorate the paper person to be you as a grown up. Use construction paper, yarn, fabric and any other materials you can find. Dress your paper person in job clothing you will wear when you are working. Be sure to include objects in your hands such as tools, equipment or anything you will use with your job. Share with others and explain what interests you about this career.

The Me I Want To Be



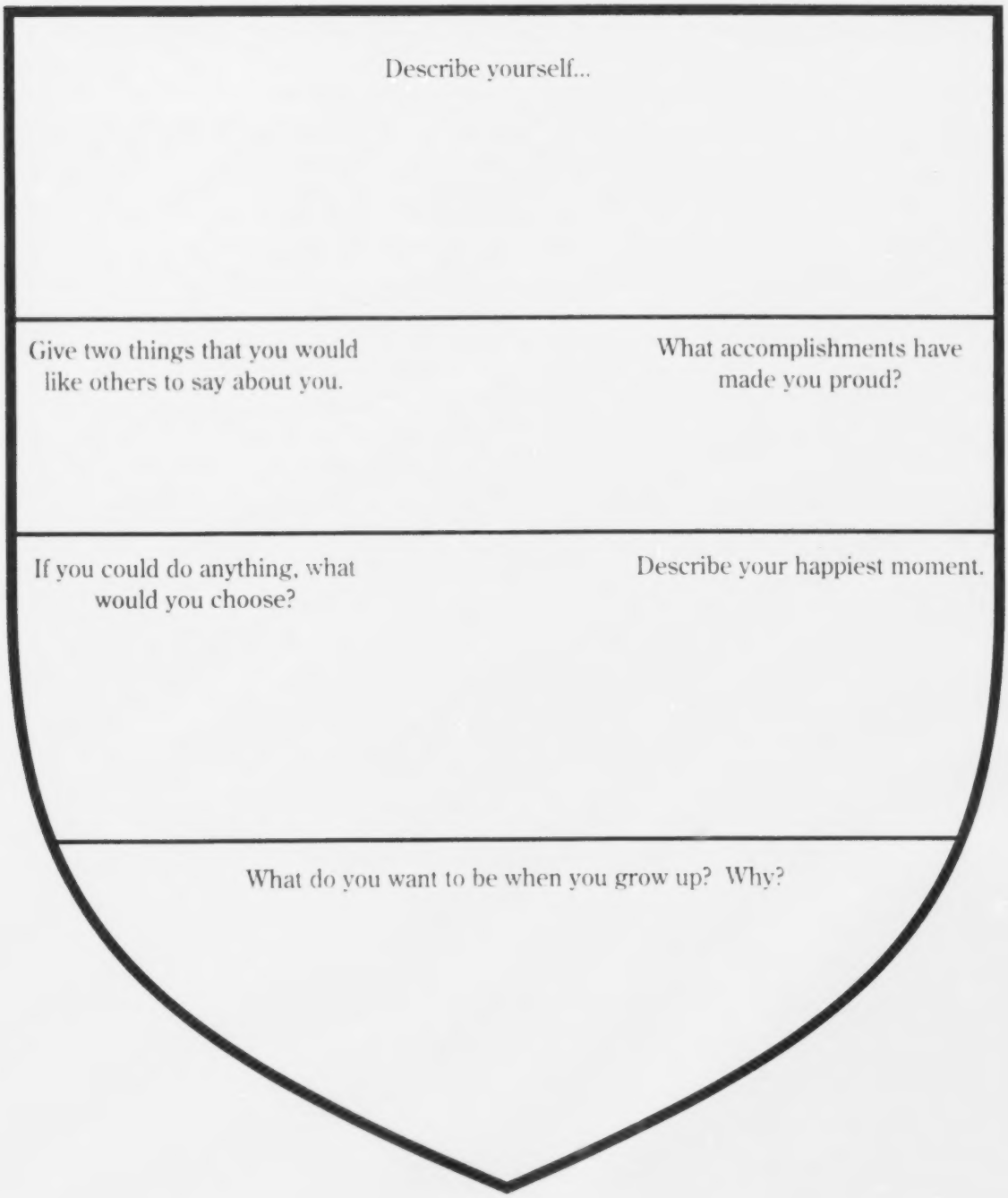
Cut out and glue on tag board. Fill in boxes of your crest with pictures.

Personality Crest


Activities you enjoy.
Something you are good at doing.
Something that makes you proud.
What do you want to be when you grow up? Why?

Cut out and glue on tag board. Fill in boxes of your crest. Decorate a banner with your name.

Personality Crest


Describe yourself...
Give two things that you would like others to say about you.
What accomplishments have made you proud?
If you could do anything, what would you choose?
Describe your happiest moment.
What do you want to be when you grow up? Why?

Portfolios

Portfolios are an authentic representation of a child's knowledge and abilities. Portfolios allow a child to reflect on a variety of his or her work; set goal; see progress over time; and feel ownership and pride with his or her accomplishments. Portfolios can include formal and informal writing, illustrations, journals, audio tapes, videotapes, projects, reports, lists, tests, etc. Work done outside of school should be included.

There are many different ways to implement portfolios. One option is for the child to keep a folder for each school subject and outside activity. You may wish to alert your child's teacher or teachers to this project so that as much school work as possible can be brought home to be included. At the end of each week, or every few weeks, help your child sort through their work and select samples. Some samples may reflect good marks. Others can be saved to show improvement and to set goals. A **Portfolio Response**, page 9, should be completed as each sample is added.

At regular intervals, such as grading periods at school, your child should present the portfolio to an individual or a group. A **Response to Portfolio Presentation**, page 10, should be completed by each person attending the presentation. These should be saved for future reflection and review.

The presentation is a valuable activity as it gives your child the experience of being a leader, planning and giving a presentation. This activity will encourage and support your child's learning as well as guide him or her on a career path.

Complete this form each time a piece of work is selected for the portfolio. Attach the response to the work with a paper clip or staple.

Portfolio Responses

Date _____

I chose this piece for my portfolio because _____

Response to Portfolio Presentation

Responder's Name _____ Date _____

1. Which piece in the portfolio tells you the most about me as a learner?

2. Which piece surprised you (revealed something you didn't know about me as a learner)? Why?

3. After looking at my portfolio, what do you see as my strengths?

Complete the following with your child.

4. What careers are well suited for my strengths?

5. What goals should be achieved to meet my career needs?

6. Select one career. Make a career path plan that includes education, activities, and jobs.

Section Two:
Multiple Intelligence and Career Choices

Introduction

Research on the workings of the human mind shows that people do not all learn in the same way. Psychologist Howard Gardner has classified these differences as intelligences, having identified nine types so far. Educators have traditionally taught to the verbal/linguistic and the logical mathematical intelligence types. Thus, children who do not learn well using these intelligences fail to thrive in the traditional classroom. Gardner's work points us to a more varied approach to education, taking all intelligence types into account.

Parents should help their child identify his or her dominate intelligence types so that his or her studying style can be adapted to maximize his or her strengths. A child who is strong in musical/rhythmic intelligence, for example, will learn the multiplication tables by singing them or through making up a rhythm rather than using flash cards. Most people learned the alphabet through a song.

Parents who recognize their child's strengths and weakness can guide the child into an appropriate career path. The child will then work in a setting that fits his or her natural personality.

Discovering Multiple Intelligences

Introduce one intelligence type at a time, over a period of days or weeks. Discuss the characteristic of the intelligence type, careers using it and famous people who have exhibited its characteristics. Complete one or more of the suggested activities. When a new intelligence type is introduced, spend some time reviewing those previously explored. Compare or contrast the different types.

Be sure to gear the discussion for the age of your child. The first activity of each list is most appropriate for a younger child. When all intelligences have been explored, complete **Reflecting on Multiple Intelligences**, pages 20, and make a **Multiple Intelligences Portfolio**, pages 21-22 with an older child.

Make your portfolio by selecting work from an existing portfolio or save all samples of work over the period of one month. Review collected work and choose a sample to represent each intelligence. It can be difficult to find something to show some intelligences. If this is a problem with any of the intelligences, you may need to document the sample in writing. Store your portfolio in a three ring binder containing three ring pocket folders or clear plastic page protectors for each intelligence sample.

Verbal/Linguistic: Language Smart

Speaking, writing, listening, reading, papers, word games, narratives, plays, spelling, grammar, foreign languages, journalism, E-mail, speeches and debates.

Careers that focus on Verbal/Linguistic intelligence are:

Writer (poetry, novels, essays, histories, journalists, advertising, etc.)
Public Speakers and Storytellers
Teachers and Attorneys
Politicians and Lobbyists

Famous Verbal/Linguistic People:

Martin Luther King, Abraham Lincoln, Mark Twain, J. K. Rowling

Suggested activities:

1. Read a book. What are your favorite words? Why?

2. List both sides of the tobacco lobby; smokers, farmers, and store owners versus environment, non-smokers and health issues. Brainstorm logical reasons to support each side. With a parent or a peer take sides and debate the issue.

3. Write a synopsis of a book you have recently read.

Logical/Mathematical: Number Smart

Reasoning, facts, data, databases, sequencing, ranking, organizing, analyzing, deductive and inductive logic, conclusions, judging, evaluations, problem solving and experimenting.

Careers that focus on Logical/Mathematical intelligence are:

Scientists and Medical Professionals
Technology Related Fields
Judges
Inventors

Famous Logical/Mathematical people:

Albert Einstein, Sandra Day O'Connor, Bill Gates, Sally Ride

Suggested activities:

1. Count as high as you can. Can you count by twos and fives?

2. Solve mathematics sequencing exercises by using addition, subtraction, or multiplication. Write the formula after the problem is solved. (Example: 2,4,__,8,10 Answer: 6, N+2=__)

   A. 1,4,9,__,25,36,__

   B. 3,7,15,31,__,127

3. Write a flow chart for the steps in making a sandwich.

Bodily/Kinesthetic: Body Smart

Activity, action, hands-on, manipulating, assembling, disassembling, experimenting, performing, drama, sports and participating.

Careers that focus on Bodily/Kinesthetic intelligence are:

Professional Athletes
Acting
Stunt People, Circus, Performers and Mimes
Assembly Line

Famous Bodily/Kinesthetic people:

Charlie Chaplain, Jack Nicklaus, Michael Jordan, Kristi Yamaguchi, Julia Roberts

Suggested activities:

1. Play charades using book titles.

2. Learn the multiplication of nines on your hands. Hold your hands out palms down. Select a multiplication problem involving nine. For example: 9x3=__. Beginning with the left hand, count over to the third finger. Bend the finger down. The fingers to the left (2) go in the tens place. The fingers to the right (7) go in the ones place. This will work for products up to 9x10.

3. Act out the three states of matter. Begin with solid and stand like an ice cube. Next, pretend you are liquid and move in a flowing manner. As molecules become heated move faster. Finally, they become a gas which has molecules bouncing off of each other.

Visual/Spatial: Picture Smart

Maps, charts, pictures, images, graphics, drawing, sketches, puzzles, designs, imagination, visualization, decorating, films and videos.

Careers that focus on Visual/Spatial intelligence are:

Architecture
Interior Design
Engineering
Graphic Artists

Famous Visual/Spatial people:

Pablo Picas, Frank Lloyd Wright, Martha Stewart

Suggested activities:

1. Draw a picture of your ideal bedroom.

2. Draw a map of your house, condominium or apartment. Write directions from your front door to your room.

3. Solve a puzzle.

Musical/Rhythmic: Music Smart

Melody, beat, rhythm, tunes, opera, and all types of music.

Careers that focus on Musical/Rhythmic intelligence are:

Musician
Jingle Writers
Orchestra Conductors

Famous Musical/Rhythmic people:

Elton John, Mozart, Midori

Suggested activities:

1. Sing the alphabet song. Make up a song for numbers.

2. Make a list of commercial jingles that you remember.

3. Listen to different types of music and write down ideas and feeling that arise.

Interpersonal: People Smart

Communication, relationships, understanding, crowd loving, socializing, extroverted.

Careers that focus on Interpersonal intelligence are:

Politicians
Leaders
Speakers
Therapists
Public Relations
Personal
Teachers

Famous Interpersonal people:

Mohandas Gandhi, Ronald Regan, Martin Luther King, Mother Theresa, Elizabeth Dole

Suggested activities:

1. Tell about your favorite person and why you like them.

2. Interview another person. Take notes and summarize the interview in a paragraph.

3. Teach someone the multiplication of nines using hand multiplication.

Intrapersonal: Self-Smart

Thinking, meditate, reflecting, journaling, goal setting, introspection, prefers to work alone.

Careers that focus on Intrapersonal intelligence are:

Social Sciences
Writers (song, biographies and poetry)

Famous Intrapersonal people:

Sigmund Freud, John Lennon, Robert Frost, Margaret Mead

Suggested activities:

1. Write a poem about yourself.

2. Set a goal. List steps you need to take to reach the goal.

3. Keep a journal for a week.

Naturalist: Nature-Smart

Observer, patterns, categories, similarities, differences

Careers that focus on Naturalist intelligence are:

Farmers
Botanist
Chef
Naturalist

Famous Naturalist people:

Jane Goodall, Issac Newton, Julia Childs

Suggested activities:

1. Watch an animal or insect for five minutes. Tell someone about what you saw.

2. Collect leaves from four or five different varieties of trees. Through observation, find what each has in common and what is different.

3. Write a recipe for a new sandwich or soup.

Existentialist: Globally-Smart

Questioning, universal, big picture

Careers that focus on Existentialist intelligence are:

Theologian
Philosopher
Historian
Scientist
Diplomat
Poets

Famous Existentialist people:

Plato, Carl Sagen, Stephen Hawking, Mya Angelou, Madeline Albright

Suggested activities:

1. Draw a picture of an ideal place.

2. Make a list of the things that are most important in your life.

3. Make a collage using newspaper headlines and pictures to illustrate a world problem you would like to correct.

Reflecting on Multiple Intelligence

1. Which intelligence type is the most interesting to you and why?

2. Which activities did you enjoy?

3. What do you feel your strengths are?

4. What careers are suitable for your strengths?

5. Which intelligence type do you feel is a weakness for you?

6. Does this intelligence type interest you, or have careers that interest you? If so, what can you do to strengthen this area?

Multiple Intelligences Portfolio

My Verbal/Linguistic intelligence is illustrated by including:

_____

I've chosen this because _____

My Logical/Mathematical intelligence is illustrated by including:

_____

I've chosen this because _____

My Visual/Spatial intelligence is illustrated by including:

_____

I've chosen this because _____

My Body/Kinesthetic intelligence is illustrated by including:

_____

I've chosen this because _____

To illustrate my Musical/Rhythmic intelligence, I included:

_____

I've chosen this because _____

To illustrate my Interpersonal intelligence, I included:

_____

I've chosen this because _____

_____

To illustrate my Intrapersonal intelligence, I included:

_____

I've chosen this because _____

My Naturalist intelligence is illustrated by including:

_____

I've chosen this because _____

My Existentialist intelligence is illustrated by including:

_____

I've chosen this because _____

Summary Questions

1. My overall strengths are

2. Careers that my strengths support are

3. I would like to learn develop my _____ intelligence because

_____

_____

Section Three:
Exploring the Future

Introduction

The activities in this section will help your child explore possible future endeavors. The entrepreneurial activities provide opportunities to plan and run simple small businesses. The interviewing activities give your child a chance to learn more about possible career choices. The final activities will guide your child in locating and applying for a job.

Be an Entrepreneur

Working for yourself takes discipline, organizational skills, and hard work. It is important that children of all ages experience activities that help develop these skills even if they plan on working for others in the future. The activities in this section will give your child experience in developing a plan for a simple business.

A Business Of Your Own

Decide on a service you can offer to others to earn money. Baby-sitting and lawn care are good options. Complete the following step to get your business started.

1. Decide on a business. What skills do you have for this business?

2. Do you plan to charge by the hour or by the job?

3. What equipment and supplies do you need? Which do you already have? Which must be purchased?

4. Design a flier to advertise you business. Be sure to include the name of the business, the services offered, your name, your experience; how much you will charge, and how you can be contacted.

Dog Walking Business

Design a flier to distribute in your neighborhood to advertise a dog walking business. Give the business a name. Determine the price for the service and the amount of time that will be spent with the dog. Don't forget to include the way clients can contact the business. Add illustrations to draw attention to the flier. You may fill in the blanks in the sample on the next page.

"Business Name"

My name is .

I live at .

I offer a dog walking service.

I charge $ _____ for a

_____ walk.

I pick up and drop off your dog. I clean up any messes along the way.

You can contact me at _____

_____ to schedule an appointment.

Selling lemonade can be a great way to learn about owning a small business. Answering the questions below will help you develop a plan for running the business.

Lemonade Stand

1. What equipment and supplies will you need?

2. Will you have partners or employees?

3. What will be the cost to start the business?

Lemonade Mix	$	_____
Advertisement	$	_____
Paper Goods	$	_____
Other Expense	$	_____
Total Cost	$	_____

4. How much will you charge for the lemonade?

5. How much money will you need to make change? How much for each type of coin and bill will you want to have?

_____ Pennies _____ Nickels _____ Dimes _____ Quarters

_____ One Dollar Bills

6. What will you do with any leftover lemonade?

7. If you have partners or employees, how will the profit be divided?

To determine your profits, complete the following at the end of each day.

Total Money in Cash Box	$	
Expenses	- $	
Change You Started With	- $	_____
Profit	$	

Make signs and fliers to advertise your business.

Interview three adults who have careers that interest you. Complete the questionnaire as you conduct your interview. Complete the **Response to Interview**, page 29, after all interviews are finished.

The Interview

Name:

Job title:

Where employed:

At what other places have you been employed?

What steps have you taken to prepare for this job?

What are your job responsibilities?

What do you do on a typical day?

What are the positive aspects of your job?

What are the negative aspects of your job?

What suggestions would you give to others who are interested in this job?

Response to Interview

1. List the different jobs you explored in your interviews.

2. Which career was the most interesting to you? Why?

3. Which career was the least appealing to you? Why?

4. Which career fits your personality the best? Why?

5. Are you interested in pursuing this career?

6. If you are interested in this career, what steps can you take to prepare for this career?

7. If the careers you investigated are not interesting to you after the interviews, what careers would you like to explore?

Extension Activity: Spend a day observing a job that interests you. Take notes and write a summary at the end of the day.

Complete the crossword puzzle by naming the described career. Check finished work with answer key on the following page.

Who Am I?

ACROSS

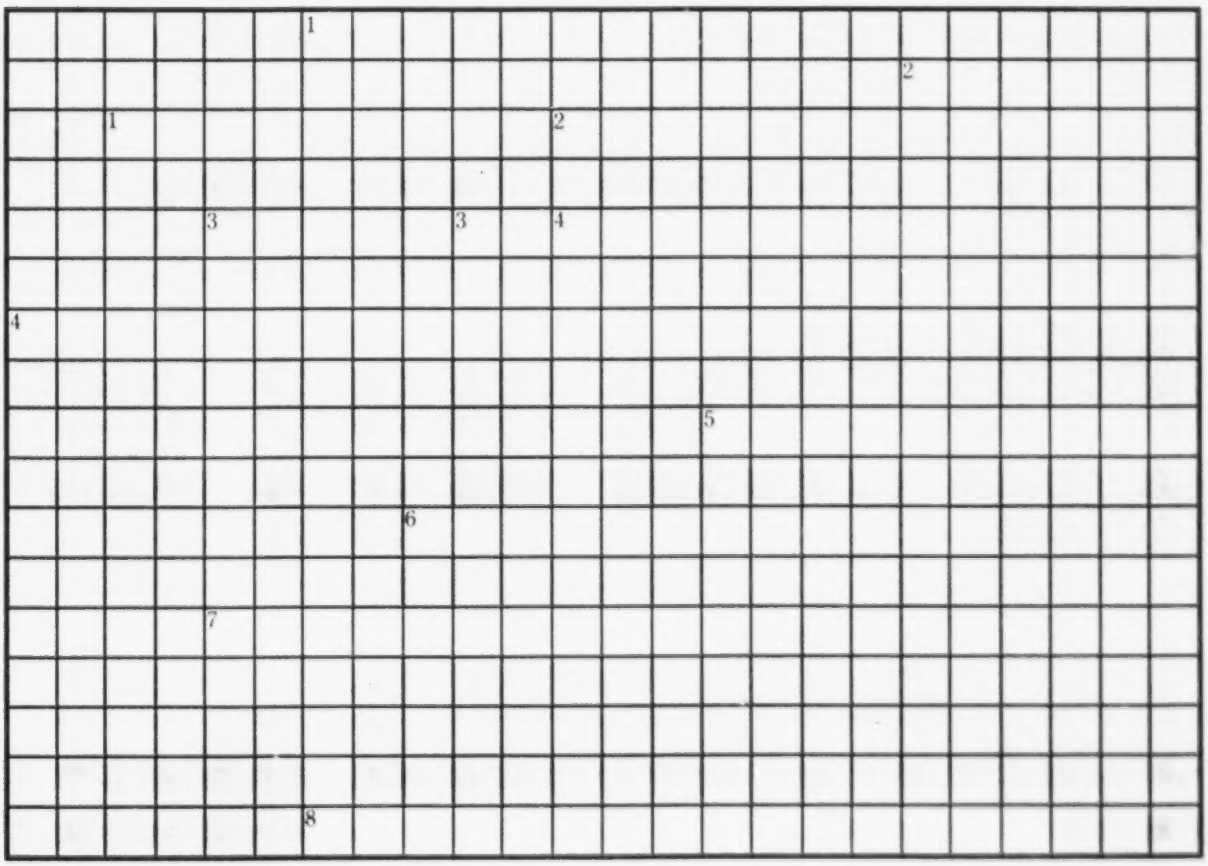
1. I am a good debater.
2. I can name three foods that are high in fiber.
3. I am a good salesperson.
4. I help people manage their assets.
5. I make blueprints.
6. I write business letters.
7. I know about electronic connections.
8. I like to work with others to find property.

DOWN

1. I can manage a sales campaign.
2. I like to write about current events.
3. I keep accurate records of debits and credits.
4. I am good at explaining things to others.

WORD LIST

ARCHITECT
ATTORNEY
BANK TELLER
ELECTRICIAN
FINANCIAL PLANNER
JOURNALIST
MARKETING DIRECTOR
NUTRITIONIST
REAL ESTATE AGENT
RETAIL CLERK
SECRETARY
TEACHER



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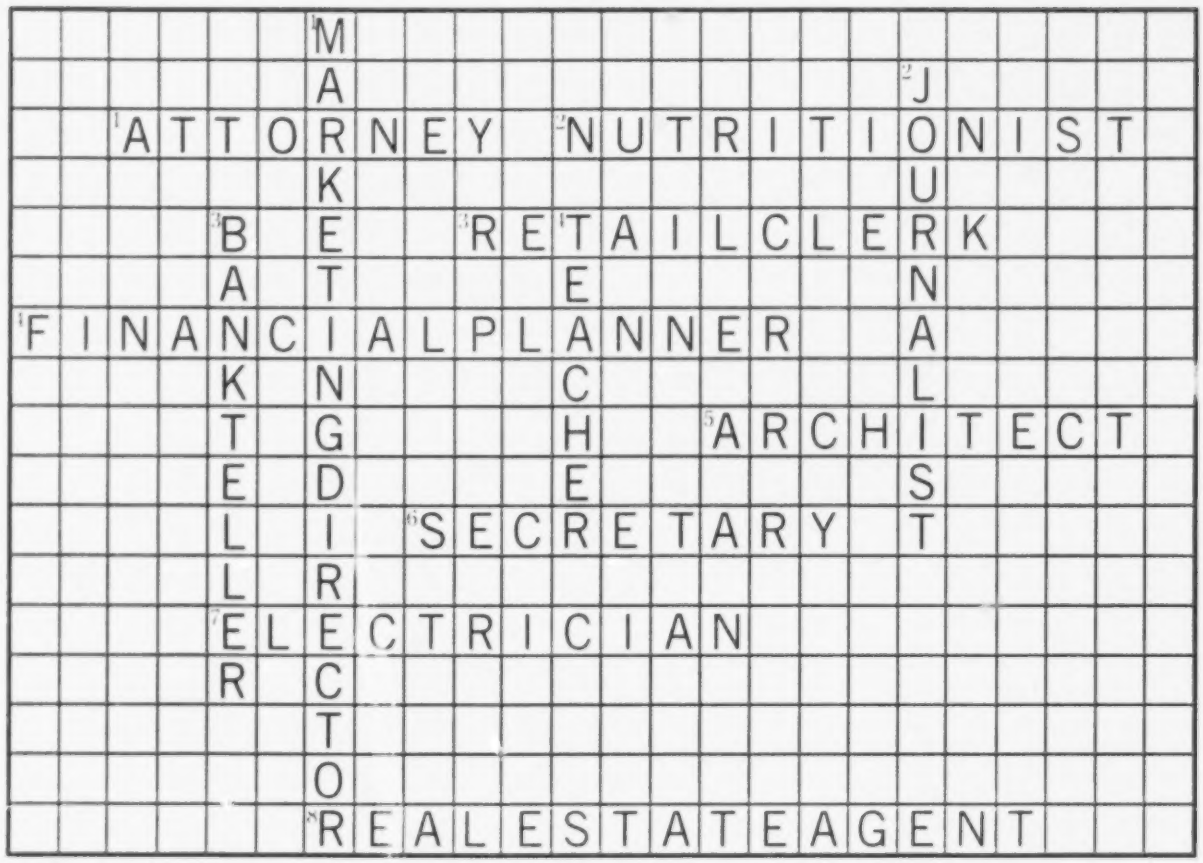
Who Am I? Answer Key



Pretend you are an adult looking for a job. Choose a field of interest. Brainstorm places you will explore to find career opportunities. Search the classified advertisements in your local newspaper for job opportunities. Surf the Internet for other possibilities. Narrow your choices to a few. Answer the following questions.

Going on a Job Hunt

1. Which job sounds the most appealing to you? Why?

2. What are the qualifications listed for this job?

3. Does this job require previous experience?

4. How much does the job pay? Is it a salaried or hourly position?

5. Do you know anyone that has a similar job?

Extension: Interview someone in a similar job or related career. Use ***The Interview*** worksheet on pages 27-28.

Complete the sample job application. Save this application as the information will be useful when you apply for a job.

Job Application

PERSONAL INFORMATION

LAST NAME _____ FIRST NAME _____ MI. _____

ADDRESS _____

CITY _____ STATE _____ ZIP CODE _____

COUNTY _____ PHONE NUMBER (____) _____

WORK NUMBER _____

SOCIAL SECURITY NUMBER _____

DRIVER'S LICENSE NUMBER _____

1. Check the boxes that apply to the type of work you are interested in:
   ☐ Full-time (40 hours) ☐ Part-time ☐ Temporary ☐ Summer
2. If you checked part-time or temporary, describe expectations or special needs:
3. When are you available to work?
   ☐ Monday - Friday ☐ Weekends ☐ Daytime ☐ Evenings
4. School you attend or attended most recently _____
5. Highest level you have obtained in education _____
6. List three references:

	Name	Phone Number
1.		
2.		
3.		

7. Describe past job experiences:

Extension: Think of a job for which you might apply. What qualifications do you have for this job? Why would you like to have this job?

This activity is designed to help you select an appropriate work environment for your personality. Read the following sentences and check all that apply to your ideal work environment. After completing the three checklists, answer the follow up questions.

Checking Things Out

Work Setting

I would enjoy work that is:

- ☐ outdoors
- ☐ indoors
- ☐ in the home
- ☐ sitting down
- ☐ standing up
- ☐ driving
- ☐ operating equipment
- ☐ creative
- ☐ repetitive
- ☐ transient
- ☐ in the city
- ☐ office oriented
- ☐ stable
- ☐ in an office
- ☐ at a desk
- ☐ with other people
- ☐ quiet environment
- ☐ music or noise

Conditions

I would enjoy working:

- ☐ alone
- ☐ with adults
- ☐ with children
- ☐ on a computer
- ☐ helping others
- ☐ with numbers
- ☐ with machines
- ☐ with tools
- ☐ creating and using new ideas
- ☐ technical related
- ☐ medical related
- ☐ nature related
- ☐ flexible hours
- ☐ set hours
- ☐ reporting to a boss
- ☐ not reporting to a boss
- ☐ many responsibilities
- ☐ not many responsibilities
- ☐ set deadlines
- ☐ flexible deadlines
- ☐ Monday - Friday
- ☐ physical labor
- ☐ weekends and evenings
- ☐ uniform
- ☐ casual dress
- ☐ business dress

Priorities

- ☐ hourly wages
- ☐ salary wages
- ☐ amount of money is very important
- ☐ benefits (health, retirement...)
- ☐ increased money for performance
- ☐ forty hours a week
- ☐ more than forty hours a week
- ☐ paid by the job
- ☐ commission
- ☐ job satisfaction is most important
- ☐ money increases scheduled and set
- ☐ perks (trips, tickets...)
- ☐ opportunities to make extra money
- ☐ vacation time

Follow up questions

1. List every thing you checked in the three categories.

2. What is common to the areas you checked?

3. List possible jobs that encompass your checked items.

Write A Resumé

A resumé is a document that informs an employer of your strengths and interests. There are many ways to write a resumé. Below is one sample of how to write a resume for a job.

Name
Street Address
City, State Zip Code
Phone Number

OBJECTIVE

(Write a sentence describing the job you are trying to obtain.)

EDUCATION

(In this area list your most current place of education. On the first line write the name of your school and city. On the second line list your grade point average. If you have had more than one school, list schools in sequence from the present to the past.)

EXTRACURRICULAR ACTIVITIES AND HONORS

(List any school-related activities and honors)

WORK EXPERIENCE

(List any work-experience. Include baby-sitting, mowing lawns, etc.)

COMMUNITY INVOLVEMENT

(List any community-or church-related activities.)

PERSONAL

(List hobbies.)

REFERENCES

(List at least three references. Give names, addresses and phone numbers. Ask permission to use someone as a reference before listing them on your resumé.)

Section Four:
Life Skills

Introduction

This section introduces some important skills for employment and personal life. Teachers, parents, and employers often complain that a child is not organized and self-disciplined. Goal setting, financial management and time management are essential to a responsible, independent adult.

Goal Setting

Goal setting is an important life skill. Goals provide a plan of action. Goal setting also teaches self discipline and responsibility.

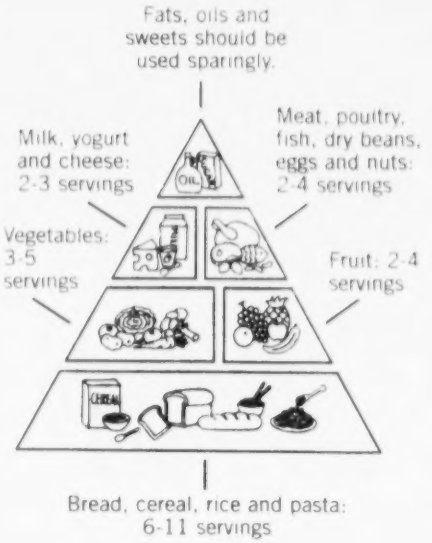
The following exercise will help your child set a goal and achieve it. Younger children will need more guidance than older children.

1. Choose an area in which you would like to improve.
2. Write a sentence that describes what you wish to achieve within a specific time frame. Make the sentence an affirmation, not a wish. Example: I will earn an A in spelling this grading period.
3. Make a list of what is needed to reach the goal. Example: I must do all spelling assignments. I must study for all spelling tests.
4. Make a plan of action. Example: I will study the word list every night by writing each word two times. I will take a practice test the night before the test in class.
5. Implement your plan.
6. Evaluate your progress regularly. If your plan is not working, rewrite your plan.

Financial Management

Using money wisely is a valuable skill for both personal success and for financial related careers. The following activities will help a child learn to budget his or her money. A younger child will need more guidance. Some of the activities will require adjustment to be age appropriate.

Plan a meal for your family using a specific amount of money. For example: Feed a family of four with ten dollars. Look through local grocery fliers to find bargains; using these to plan your meal. Follow the food pyramid to make your meal nutritious. Take a trip to the grocery store to price the food. Don't forget to include the sales tax. Answer the following questions after completing the grocery trip.


Fats, oils and sweets should be used sparingly.
Milk, yogurt and cheese: 2-3 servings
Meat, poultry, fish, dry beans, eggs and nuts: 2-4 servings
Vegetables: 3-5 servings
Fruit: 2-4 servings
Bread, cereal, rice and pasta: 6-11 servings

Grocery Shopping

1. What do you plan to serve?

2. What did you buy at the grocery?

3. How much money did you spend?

4. Was it difficult to stay within your budget?

5. Was it difficult to plan the nutritious meal ?

6. What did you learn from this activity that could help you in planning to work with a budget in the future?

Ask your parents if there is something you can do, aside from your normal responsibilities, to help out around the house. Negotiate a price for your service. Complete the following contract. Brainstorm a wish list of things you would like to purchase. Choose one item for which to save. Make a plan of how long it will take you to earn the money needed. Answer the questions after reaching your goal.

Working Overtime

CONTRACT

1. What is your service going to entail?

2. How much time will it take you?

3. What is the payment for your service?

4. Will you receive payment daily, weekly or monthly?

Your signature _____

Parent's signature _____

Questions

1. How much money did you earn?

2. Did you earn enough to make your purchase? If so, how long did it take you?

3. Was it difficult to save your money rather than spending it on other things? Why or why not?

4. Do you prefer tasks that focus on you or the family? For example: making your bed or clearing the table.

5. Is it easier for you to work alone or with another person?

6. What have you learned about managing your money and your work preferences?

Time Management

Time management is a valuable life skill. The successful completion of a task is often dependent on a person's ability to make good use of the time allotted for a project. The following exercises will help you evaluate the use of the time during a day or week.

Before a child can plan the use of time, it is necessary for he or she to understand the concept of the passage of time. The activity for this age group will help a child explore this concept.

Using a continuous piece of freezer paper, make a picture time line. Mark off 8 inch wide sections. Have your child draw pictures of the activities in which he or she engaged in the order in which they occurred. Label each picture with a general title that describes the activity. Examples are sleeping, hygiene, eating, school, playing, helping, watching television, studying and reading. After the picture time line is completed, help your child complete page 42, **How Do I Spend My Time**?

I. Chose something that you never seem to have time to do. For example: You would like to have more time to read.

II. Complete the **Time Chart**, page 43, for a week using the categories listed on the **Time Graph**, page 44. Add other categories if necessary.

III. Using the information on the completed **Time Chart**, determine the number of hours spent in each activity per day. Use this data to find the average number of hours spent in each activity per day for the week. Complete the bar graph, Time Graph, using these average.

IV. Answer the following questions based on your **Time Graph**.

1. What do you spend most of your time doing?
2. Were you surprised by the amount of time spend in any of the categories?
3. In which categories can you spend less time?

V. Pick an area you in which you can to spend less time. Plan a day using your **Time Chart** and **Time Graph**. Replace some of the activity you plan cutting back on with the activity you wanted to have more time to do.

Use your time chart and graph to answer the following questions.

How Do I Spend My Time?

1. What categories did you spend most of your day doing?

2. Did this surprise you?

3. What category did you spend the least time?

4. Do you feel that you waste time?

5. Which categories would you like to spend more time?

6. In which categories can you cut back?

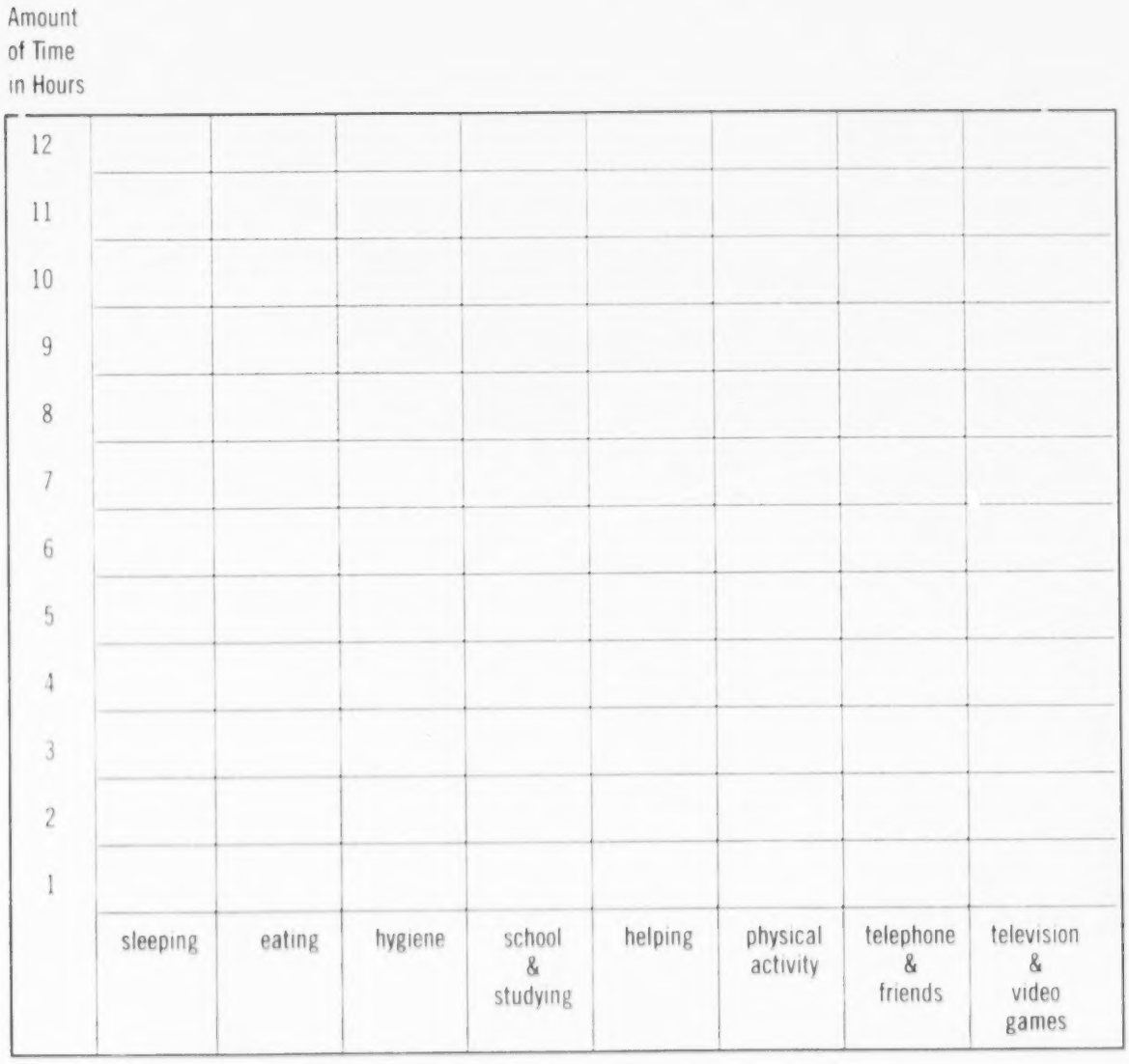
7. What did you learn from this activity?

Time Chart

Time of Day	Mon.	Tues.	Weds.	Thurs.	Fri.	Sat.	Sun.
12-6:00AM							
7:00AM							
8:00AM							
9:00AM							
10:00AM							
11:00AM							
12:00PM							
1:00PM							
2:00PM							
3:00PM							
4:00PM							
5:00PM							
6:00PM							
7:00PM							
8:00PM							
9:00PM							
10:00PM							
11:00PM							

Complete the following bar graph to visually observe how you organize your time.

Time Graph



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